

Large Group Abstract - Fast Forward Charter High School

The purpose of this study was to apply a school-wide anti-bullying/harassment intervention in an attempt to improve our school climate and reduce the number of bullying/harassment referrals to the office/counselor. We applied this intervention by visiting each 2nd hour classroom with a counselor and administrator to explain the definition of bullying/harassment and define the consequences of participating in bullying. Our video production class made a video with interviews from students who had been bullied in previous settings, which we showed to the entire school during our Christmas Assembly. Referrals to the office after the interventions were made decreased by more than 50%.

Utah CCGP – Guidance Activities Action Plan (Large Group) 2006-2007

Fast Forward Charter High School

Target Group: Whole school (200 students)

Target Group Selection is based on the following: multiple referrals to counselor and administrator regarding harassment/bullying. School Improvement goal to educate students on Multi-cultural acceptance

Guidance Lesson Content: Counselor will go into each 2nd hour classroom and discuss the definition of harassment (10 classrooms). Entire school will watch video during assembly/

Identify the Utah CGP Student Outcome: Multi-cultural/Global Citizen Development; Personal/social Development; Life/Career Development

Curriculum/Materials: FFCHS school policy handbook, USOE Harassment/Sexual Harassment, CAPSA publication, other sources, and Bullying video produced by our students in the advanced video production class.

Evaluation Method: number of incidents reports after intervention

Start Date/End Date: year-long (September-May)

Projected # of Students Impacted: 200

Principal' Signature: Stephanie Sorenson September 4, 2006

Staff Presentation: September 4, 2006

Prepared By: Launi Evans, School Counselor

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

Fast Forward Charter High School

Counselor: Launi Evans

Target Group: Entire student-body

Curriculum and Materials: Fast Forward Charter High School Policy book, USOE publications of on Harassment/Sexual Harassment, CAPSA information, other sources, and student video produced by our students (interviewing victims of bullying)

Start Date/End Date: Intervention and class presentations made in December

Number of Students Affected: 200

Perception Data: students/parents were given a year-end survey asking their perception of safety at our school against bullying and other types of harassment, as well as whether they felt that it was dealt with effectively when it happened. Both students and parents felt that the school safety had improved since the previous year, and the overall reports of handling of incidents remained the same, but was in the “satisfactory” category.

Results Data: 19 students had been referred to the counseling/administrative office for harassment/bullying prior to the intervention in December. 9 students were referred in the remaining months of school after the intervention. That is a more than 50% reduction in reports. Students reported feeling more educated on what bullying/harassment meant.

Implications: The data tells us that the students need to be re-educated each year on what bullying/harassment consist of, and what the results will be in they harass others. Most of our students come from a larger environment, into our school of 200, and don't realize the implications of letting a culture of bullying exist in such a small school. We also strive to have an accepting environment here, as students come here because they haven't been successful in other schools. Many times that is due to being bullied or marginalized in some way. Our students need to understand what the definition of those types of behavior mean to us, how it will be dealt with, and what it means to our school community. Our results showed that we had fewer incidents once our expectations were clearly defined and it was applied to a situation they could relate to (student interview on video).

Small Group Abstract: Fast Forward Charter High School

The purpose of this study was to expose a group of 22 girls who had been identified by counselors, teachers, and parents as showing maladaptive coping behaviors (such as cutting) to a 6-week, daily course designed to enhance student well-being. A pre- and post- test (FACIT) was administered to gauge the student's sense of emotional health, relationships and sense of connectedness to others, self-esteem and self-confidence, attitude, and sense of inner peace. Students who participated in both tests showed overall higher scores in the areas of feeling peace of mind, feeling a sense of purpose, ability to find comfort in themselves, feeling connected to other people, and feeling able to forgive/be forgiven.

Utah CCGP – Closing the Gap Action Plan (Small Group) 2006-2007

Fast Forward Charter High School

Target Group: At-Risk girls – identified as showing depression/ anxiety, cutting

Target Group Selection is based on the following: referrals by counselor, parent or teacher based on reported “cutting”, depression, or other self defeating behaviors.

Intended student Behavior: Develop skills for emotional self-care, acquire self-knowledge, demonstrate inter-personal skills, develop skills for self advocacy.

Identify the Utah CGP Student Outcome: Developing skills to understand and appreciate themselves and others (PS-A); Developing resiliency skills necessary for safety and survival (PS-C)

Guidance Activity: a 6 wk daily class focusing on increased sense of well-being, improved emotional health, improved relationships and sense of connectedness to others, increase in positive/optimistic attitude, improved physical health and vitality, and improved sense of inner peace will be taught by a credentialed master Health teacher, and titled Advanced Health. Two classes will be taught, 12 students in each class.

Resources/Staff Development Needed: a state-qualified Health teacher will run the class, with the help of the counselor. Other staff will be asked to make referrals of students who may benefit from the class, parents will be contacted and permission slips signed, as well as class syllabi provided and signed by parents.

Evaluation Method: pre-/ post test (FACIT)

Start Date/End Date: Oct 9-Nov 21 and Nov 27 – Jan 11

Projected # of Students Impacted: 24 (12 in each class)

Principal’ Signature: Stephanie Sorenson September 4, 2006

Staff Presentation: September 4, 2006

Prepared By: Launi Evans, School Counselor

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

Fast Forward Charter High School

Counselor: Launi Evans

Target Group: At Risk Girls identified as showing depression/anxiety, cutting. Referred by counselor, teachers, parents

Curriculum and Materials: Herod, Leslie “Discovering Me: A Guide to Teaching Health and Building Adolescent Self- Esteem”; Seaward, Brian Luke “Managing Stress; a Creative Journal”; Simon, Sidney et. al “Values Clarification”; Benson, Herbert. “The Wellness Book”; Cameron, Julia. “The Artist’ Way: A Spiritual Path to Higher Creativity”; Malchiodi, Cathy. “The Art Therapy Sourcebook”

Start Date/End Date: Oct 9-Nov 31 (1st class), Nov 27-Jan 11 (2nd class)

Number of Students Affected: 12, 10 (22 total in both classes)

Perception Data: pre and post test. Students rate the following items on a scale of 0-4

- I feel peaceful
- I have a reason for living
- My life has been productive
- I have trouble feeling peace of mind
- I feel a sense of purpose in my life
- I am able to reach down deep into myself for comfort
- I feel a sense of harmony within myself
- My life lacks meaning and purpose
- I feel connected to other people
- I feel loved
- I feel love for others
- I am able to forgive others for any harm they may have ever caused
- I feel forgiven for any harm I may have ever caused
- I feel a sense of thankfulness for my life
- I feel a sense of thankfulness for what others bring to my life
- I feel hopeful
- I feel a sense of appreciation for the beauty of nature
- I feel compassion for others in the difficulties they are facing

Results Data: 16 students did both a post and pre-test. 10 students showed a gain of 1-2 points in the areas of feeling peace of mind, feeling a sense of purpose, ability to find comfort in themselves, feeling connected to other people, and feel able to forgive or be forgiven.

Implications: Students who have poor coping/resiliency skills have poorer academic ability and often turn to maladaptive coping mechanisms. Self defeating behaviors and

destructive habits in girls are often a sign of that, which we are seeing more and more often in the counseling office as cutting. Those girls who have been cutting need a replacement positive coping mechanism to stop. We did not address the cutting behavior directly, only the positive coping mechanism. The girls in the classes formed bonds with each other and reported feeling more accepted by their peers after being exposed to the curriculum.

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007

School: Itineris Early College High School

Target Group: 11th grade students

Target Group selection is based upon: School needs assessment data indicating need to “Learn about the school: its programs, classes, and graduation options” and “Learning about post high school programs and career opportunities”.

ABSTRACT

To successfully navigate post-secondary education, students must know of resources and policies that govern opportunities available to them. At Itineris Early College High School, many students are pursuing their Associates Degree with the goal of qualifying for the New Century Scholarship. In order to reach this goal, students typically need to access a variety of resources and programs offered through Salt Lake Community College, Utah State University, and other educational entities. One of our main goals was to educate students about these various programs so that they could plan and prepare to utilize these options. These options include concurrent enrollment, early enrollment, distance education, and USU Ednet courses. We also wanted our students to be familiar with the SLCC academic advisement services, prerequisites for taking certain courses, and the SLCC academic standards policy.

This study measures a pre-test/post-test survey for 82 juniors at Itineris Early College High School. The goal was to measure information on college resources that our students had coming into Itineris and to see how their understanding of these resources improved during the school year. The counselors made the distribution of this information a major focus for much of their guidance curriculum during the 2006-07 school year. At the end of the year, the post-test survey was modified by adding to the topics that were addressed in the initial pre-test. While we would ideally have had pre-test information on these additional topics, we are able to gauge, at year-end, how many students understand this new information. This enabled us to evaluate methods that we can use to re-teach or reinforce this information in the future. Results from the post-test survey indicated a substantial increase in student understanding from the pre-test survey. However, there is still significant room for improvement.

PROJECT DESCRIPTION

Introduction:

- The purpose of this project was to teach students about the programs, resources, and policies offered at the college level that they need to be familiar with to work toward their Associates Degree while in high school. Working with Itineris Connect Time (advisory) instructors, the counselors provided college materials, conducted classroom and large-group presentations, organized activities, invited guest speakers, and provided individual advisement to students. These activities took place throughout the school year.

- The Utah CCGP Student Outcome for this project was based upon Standard AL: C2 (Understand the opportunities available and know how to access an array of post-secondary options) and Standard LC: C2 (Learn to make life/career plans)
- The intended outcome was for students to demonstrate understanding of the educational opportunities available to them, to know their own responsibilities as far as pre-requisites and academic standards, and thus to have greater control over planning and preparing for their post-secondary education.

Participants:

- Eighty-two 11th grade students (97 students participated in the pre-test survey; 15 students did not participate in the post-test survey due to withdrawing from school or to absences)
- Target group: 11th graders at Itineris Early College High School

Method:

- Students were provided with a personal copy of the SLCC catalog and brochures on Concurrent Enrollment, Early Enrollment, New Century Scholarship, and Academic Standards
- Classroom and large-group (all juniors) presentations by counselor on using the SLCC catalog, registration, and Early Enrollment, Distance Education, USU Ednet, etc.
- Counselors provided Connect Time teachers with information and training on how to access information and answer questions concerning the above-mentioned topics.
- Counselor organized an activity for all juniors, based on the TV show “Fear Factor,” where students demonstrated their knowledge on these topics and the information was reviewed.
- Counselor brought in Holly Perry, SLCC academic advisor, to discuss New Century Scholarship, Early Enrollment, and college planning in a large group format. Counselor also arranged a large group presentation for Dona Bilyeu-Dittman, SLCC academic advisor, to discuss SLCC Academic Standards Policy.
- Counselor gave additional program and contact information through individual student advisement and counseling
- Links to college contacts, programs, and policies were added to the Itineris website.
- Evaluated through pre/post-test survey

RESULTS

The percentages indicate correct answers on pre and post test results; pre-test results are on the left with post-test results on the right.

1. What is the name of the program that allows high school students to register for and pay tuition for SLCC classes? (Correct answer: Early Enrollment)

2%
63%
2. What is the name of the academic advisor who works with Itineris students, as well as other high school concurrent students? (Correct answer: Angela Hale on pre-test; Holly Perry on post-test)

6%
57%
3. Distance Education classes at SLCC refer to classes that are taught on _____. (Correct answer: the Internet)

7%
51%
4. What is the name of the program that allows high school students to take SLCC college classes (from a list of approved courses) without paying tuition? (Correct answer: Concurrent Enrollment)

23%
71%
5. USU classes that are offered to Itineris students are taught primarily over the _____ system. (Correct answer: Ednet)

32%
52%
- *6. Students who have more than 15 college credits and have a cumulative or past-term GPA of _____ or lower, must meet with an academic advisor before they can register for additional concurrent enrollment classes. (Correct answer: 2.0)

n/a
63%
- *7. List two things you must bring to the Early Enrollment Advisor in order to register for Early Enrollment classes. (Correct answers: Letter from counselor, transcripts, parent permission form, CPT or ACT scores, SLCC application)

n/a
51%
- *8. List at least one course that can be taken through SLCC's Distance Education program for concurrent students? (Correct answer: HLAC 1096, ENVT 1010, SOC 1010, PHYS 1040, FIN 1050)

n/a
45%
9. What is the minimum GPA needed to take a USU concurrent course? (Correct answer: 3.0)

6%
57%
- *10. Who is the Early Enrollment Advisor at SLCC? (Correct answer: Holly Perry)

n/a
49%
- *11. Have you taken Concurrent Enrollment college classes during the past year?

n/a
82%
- *12. Have you taken (or registered summer semester) for a USU concurrent class?

n/a
34%
- *13. Have you applied for Early Enrollment?

n/a
44%
- *14. Have you taken (or will you take this summer) a SLCC Distance Ed class?

n/a
52%

** indicates questions that were not asked on the pre-test survey that were asked on the post-test survey.*

DISCUSSION

The evidence shows that after carrying out the above-mentioned activities with students that their understanding increased substantially. However, while progress was made and while many more students now understand the resources available to them, there are still several students who do not adequately understand their opportunities and responsibilities. The data indicates that between 30 to 50 percent of students still do not have sufficient understanding of programs that they can utilize to make academic and life plans and to reach their goals.

After reviewing the results of this project, Itineris counselors and administrators are looking at ways we can improve our student results. While we will continue using many of the same methods used in this data project, we plan on reinforcing this information in additional ways next year. We have discussed having students compile their own portfolio of college information and to keep this portfolio throughout the year. As new information is presented, students will add it to their portfolio. The portfolios will be reviewed on a regular basis (usually in each student's Connect Time, or advisory, class). We will also test students throughout the year to assess their understanding. These tests will affect student grades not only in Connect Time, but in other courses as well.

Prepared by Matt Ekker, Counselor- Itineris Early College High School
May 31, 2007

Utah CCGP—Closing the Gap Results Report (Small Group) 2006-2007

School: Itineris Early College High School

Target Group: 11th grade students enrolled in LE 1020 course.

Target Group selection is based upon: Need of incoming Itineris students to understand and implement the strategies and skills necessary for academic success at the college level.

ABSTRACT

Itineris counselors teach LE 1020 (Strategies for Student Success) to address student needs identified through formal and informal needs assessments. This class provides students with the skills necessary to successfully perform in college-level coursework. Formal SLCC course/instructor evaluations, as well as informal student feedback, indicated that students struggled with the large class size in 2005-06 (35 students in the course) and with rotating both Itineris counselors in and out of the classroom to teach alternating units.

In 2006-07, the number of students enrolled in the LE 1020 course was smaller, and one counselor provided the entire instruction for the duration of the class. This helped eliminate the two aspects of the course that students identified as detracting from their learning and from achieving school success. SLCC course/instructor evaluations and student academic performance indicated a higher level of satisfaction with the course and a higher level of student achievement as a result of changes made for the project.

PROJECT DESCRIPTION

Introduction:

The Utah CCGP Student Outcome for this project was based upon Standard AL: A2 (Acquire skills for maximizing learning) and Standard AL: A3 (Achieve school success).

Participants:

23 eleventh grade students enrolled in LE 1020 during Fall Semester 2006

Data collected from 35 eleventh grade students enrolled in LE 1020 during Fall Semester 2005 will be used as a control for purposes of comparison.

Method:

Eleventh grade students choosing to take the student success course were able to take either LE 1020 with the counselor as the instructor, or take PSY 1730 via USU Ednet course, based on availability in their schedule and College Placement Test (CPT) scores. Bringing in the Ednet option allowed for class reduction from 35 students in 2005 to 23 students in 2006.

Matt Ekker and Carol Grzybowski, counselors in 2005, both taught the class in alternating units. Carol taught units on learning styles, memorization, note-taking, communicating, and technology. Matt taught units on time management, reading, test-taking, thinking, diversity, and health. In 2006, Matt taught all units in the course. This

eliminated the distraction of student's adjusting to different teaching styles, as well as student questions on grading from one unit to another.

RESULTS

2005 Evaluation

Evaluation Statement	# Resp	% E	% VG	% G	% F	% P	% VP	Median
1. The course as a whole was:	30		53	37	7		3	3.6
2. The course content was:	30	3	37	47	10		3	3.3
3. The instructor's contribution to the course was:	29	28	52	14	7			4.1
4. The instructor's effectiveness in Teaching the subject matter was	30	20	60	13	7			4.0
Combined Items 1-4 (Global Rating)	119	13	50	28	8		2	3.8

E – Excellent VG – Very Good G – Good F – Fair P – Poor VP – Very Poor

2006 Evaluation

Evaluation Statement	# Resp	% E	% VG	% G	% F	% P	% VP	Median
1. The course as a whole was:	21	19	43	38				3.8
2. The course content was:	21	29	29	33	10			3.8
3. The instructor's contribution to the course was:	21	71	19	10				4.8
4. The instructor's effectiveness in Teaching the subject matter was	21	52	48					4.5
Combined Items 1-4 (Global Rating)	84	43	35	20	2			4.3

E – Excellent VG – Very Good G – Good F – Fair P – Poor VP – Very Poor

2005 Final %s	2005 Final Grades	2006 Final %s	2006 Final Grades
68	D+	80	B-
59	F	98	A
85	B	73	C-
92	A-	81	B-
100	A	97	A
72	C-	86	B
99	A	95	A
67	D+	76	C
89	B+	86	B
65	D	82	B-
90	A-	102	A
91	A-	86	B
99	A	94	A
72	C-	74	C
81	B-	77	C
93	A-	70	C-

75	C	91	A-
81	B-	88	B
62	D-	81	B-
65	D	100	A
81	B-	90	A-
88	B	79	C+
79	C+	78	C
48	F		
78	C		
97	A		
90	A-		
78	C		
24	F		
96	A		
97	A		
72	C-		
92	A-		
103	A		
86	B		
Average: 80.4	Average: B-	Average: 85.4	Average: B
Range: 24 - 103	Range: F to A	Range: 70 –102	Range: C- to A

DISCUSSION

The changes made to the course seemed to have an effect on the student's perception of the course and on their performance in the course. The course median global rating increased from 3.8 in 2005 to 4.3 in 2006. The global rating refers to the course as a whole, course content, instructor's contribution, and instructor's effectiveness in teaching the subject matter. The median uses a rating scale of 0 to 5 (0 = very poor, 1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent). Higher medians reflect more favorable student ratings. The 2005 median global rating of 3.8 is 4/5 of the way between good and very good. The 2006 median global rating of 4.3 is 3/10 of the way between very good and excellent.

Student academic achievement in the course also increased following the implementation of the action plan. The average final student grade increased from 80.4% (B-) in 2005 to an average of 85.4% (B) in 2006. The final grade range was shortened from 24 – 103 in 2005, to 70 – 102 in 2006. The percent of student's earning a final grade lower than a C- dropped from 22.9% in 2005 to 0% in 2006. The one teacher format and lower class size therefore correlate to increased student skills for maximizing learning and improved student academic achievement.

One other positive benefit is that the increase in the counselor's time in the classroom seemed to help with relationship building between counselor and students. Students

develop rapport with the teachers they see on a regular basis. The LE 1020 students became more comfortable in their interaction with the counselor (especially in responsive services).

Prepared by Matt Ekker, Counselor- Itineris Early College High School
May 31, 2007

CCGP Data Project Report, 2007

Abstract

The purpose of this study was to assess the effects of a 16 week student success course taught at the Utah County Academy of Sciences (UCAS). UCAS is an early college high school located on the UVSC campus in Orem. Students who attend UCAS earn concurrent enrollment credits for most classes taken at the UCAS building and UVSC credits for courses taken on UVSC campus. UCAS opened with 120 sophomores. In 2006, another 120 sophomore students were added along student success course was added to the student's curriculum in order to assist them with their academic goals in both high school and college. This study will show the results of academic success in the form of higher GPA's of students who were not offered the student success course in 2005 compared with those that did take the students success course in 2006. The project takes on importance for the students to be able to improve our students overall GPA that includes college level courses. Although student success is just one variable influencing the students GPA, the data from end of the year GPA's show an average increase of .06. We believe that the student success course has helped our students with not only their GPA but also their attendance, feeling more confident on UVSC campus, and academic ability.

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007*

School: Utah County Academy of Sciences

District: Utah County Academy of Sciences

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of students affected	Perception Data Pre and post test, competency attainment or student data	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Bob Howard Carl Nielson Anna Trevino	2006 Sophomore Students	UVSC Student Success Course (CLSS1000) <i>Becoming a Master Student</i> , 11 th edition	Aug. 2006 to June 2007	125	GPA's of 2006 sophomores Compared to GPA's of 2007 sophomores	GPA increased from 3.24 average to a 3.30 average. Academic behavior and attendance also seem to be better, but were data was not collected in these areas.	Students who took the UVSC Student Success course have a better GPA at the end of the school year. Students also seem to have a better understanding of UVSC policy, procedure, campus and their academic study skills and attendance seem to be much better than those who did not take the course the year before. From this data, new sophomore students can see that this course will help with their academic success at UCAS and at UVSC.

Clark Baron (Principal's signature)

June 28, 2007 (Date)

Utah CCGP–Closing the Gap Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Utah County Academy of Sciences District: Utah County Academy of Sciences

Target Group: 2006 Sophomore students

Target Group selection is based on the following data/information/school improvement goal: Acquire, organize, and evaluate information; set and accomplish goals; solve problems; and make informed decisions – Indicator: adequate GPA (Should be at least a 3.0)

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Increase of students overall GPA	Acquire, organize, and evaluate information; set and accomplish goals; solve problems; and make informed decisions – Indicator: adequate GPA (Should be at least a 3.0)	Attendance in UVSC Student Success Course	UVSC Student Success Course (CLSS1000) Educator <i>Becoming a Master Student</i> , 11 th edition	Overall GPA	August 2006 to June 1007	125

Clark Baron June 28, 2007 August 2006 Anna Trevino
Principal's Signature Date Date of Staff Presentation Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Utah County Academy of Sciences

Target Group: entire sophomore class

Target Group selection is based upon: the students end of the year cumulative GPA.

ABSTRACT

The purpose of this study was to assess the effects of a 16 week student success course taught at the Utah County Academy of Sciences (UCAS). UCAS is an early college high school located on the UVSC campus in Orem. Students who attend UCAS earn concurrent enrollment credits for most classes taken at the UCAS building and UVSC credits for courses taken on UVSC campus. UCAS opened with 120 sophomores. In 2006, another 120 sophomore students were added along student success course was added to the student's curriculum in order to assist them with their academic goals in both high school and college. This study will show the results of academic success in the form of higher GPA's of students who were not offered the student success course in 2005 compared with those that did take the students success course in 2006. The project takes on importance for the students to be able to improve our students overall GPA that includes college level courses. Although student success is just one variable influencing the students GPA, the data from end of the year GPA's show an average increase of .06. We believe that the student success course has helped our students with not only their GPA but also their attendance, feeling more confident on UVSC campus, and academic ability.

PROJECT DESCRIPTION

This is the Who, What, Where, When, Why, How section.

Introduction

- We at UCAS wanted to assist our students to increase their overall GPA.

Participants

- 125 Sophomore Students

Method (the What, When and Where and How)

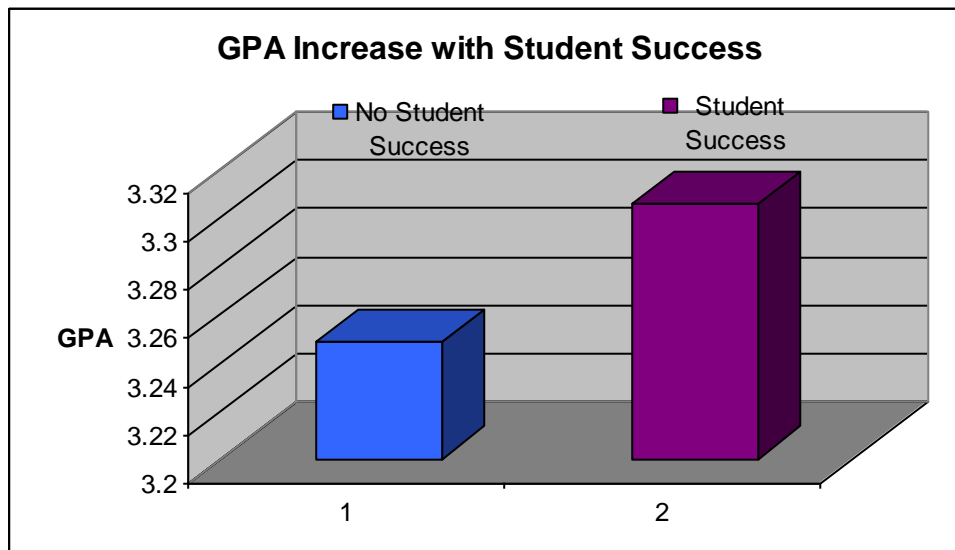
1. Guidance lessons included

- Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
- Understand the relationship of school experiences and academic achievement to the world of work, home, and community.
- Students will become aware of self in relation to the world of work
- Students will learn strategies to achieve future life/career goals.
- Students will develop the ability to evaluate and to approach life as a contributing citizen in the global community.
- Students will develop skills to understand and appreciate themselves and others.
- Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.

2. Curriculum and Materials

- Counseling Games
 - Books UVSC resources (including classroom teacher)
3. Project started August 2006 and ended in June 2007
 4. Class in which the lesson were presented was the UVSC Student Success course.
 5. Evaluation Methods –Results were measured by end of the year GPA.
 6. Counselor(s) involved – Bob Howard, Carl Nielson, Anna Trevino
 7. Materials Used
 - Ellis, Dave. *Becoming A Master Student*, Eleventh Edition. (2005) Houghten Mifflin Company. Boston, New York.
 - Hartman, Taylor. *The Color Code*. (1998) Simon & Schuster. New York, NY.

RESULTS



The results of the project show the increase of 2006 sophomore students overall GPA's for the students who had the student success course compared to the 2005 sophomore students who did not take the student success course.

Although not measured, behavior changes that were seen were in student attendance, confidence finding their way on UVSC campus, and academic ability.

DISCUSSION

From this study the data shows an increase in students GPA. We will continue to offer the student success course next year as well. From this information, new sophomore students who are enrolling can see the value of this course for the GPA increase. Although this is only one variable in the students academic success, we believe that thought taking this class student attendance, confidence finding their way on UVSC campus, and academic ability will also improve.

CCGP Data Project Report, 2007

Abstract

The purpose of this study was to assess the effects of the GEAR up tutoring program offered at the Utah County Academy of Sciences (UCAS). This study will show the results of academic success in the form of higher GPA's of students who participated in the tutoring sessions. The targeted group for this study was students from low SES backgrounds. The project was important for the students to be able to improve their overall GPA in which college level courses were included. Students could voluntarily participate in a morning tutoring session run by the GEAR up program every morning at UCAS.

Utah CCGP—Guidance Activities Results Report (Small Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Utah County Academy of Sciences District: Utah County Academy of Sciences

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Bob Howard Carl Nielson Anna Trevino	19 low SES students	Students brought own homework	August 2006 to June 2007	19	GPA for 1 st semester GPA for 2 nd semester	GPA's went down on average by .16	Further study needs to be collected on attendance to tutoring and subject being tutored

Clark Baron
Principal's Signature

June 28, 2007
Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school.

School: Utah County Academy of Sciences District: Utah County Academy of Sciences

Target Group: Low SES students

Target Group selection is based on the following data/information/school improvement goal: Acquire, organize, and evaluate information; set and accomplish goals; solve problems; and make informed decisions – Indicator: adequate GPA (Should be at least a 3.0)

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders. . .")	Start Date/ End Date	Projected # of Students Impacted
Increase of students overall GPA	Acquire, organize, and evaluate information; set and accomplish goals; solve problems; and make informed decisions – Indicator: adequate GPA (Should be at least a 3.0)	GEAR up tutoring program before school daily from 8:00 – 9:00	GEAR up tutor	Overall GPA	August 2006 to June 1007	19

Clark Baron June 28, 2007 August 2006 Anna Trevino
Principal's Signature Date Date of Staff Presentation Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Utah County Academy of Sciences

Target Group: Students who participate in the GEAR UP program

Target Group selection is based upon: School improvement goals include assisting students who may be struggling academically with additional tutoring.

ABSTRACT

The purpose of this study was to assess the effects of the GEAR up tutoring program offered at the Utah County Academy of Sciences (UCAS). This study will show the results of academic success in the form of higher GPA's of students who participated in the tutoring sessions. The targeted group for this study was students from low SES backgrounds. The project was important for the students to be able to improve their overall GPA in which college level courses were included. Students could voluntarily participate in a morning tutoring session run by the GEAR up program every morning at UCAS.

PROJECT DESCRIPTION

Introduction

- Identify Desired Result for Student Learning that we would like to work on is: Acquire, organize, and evaluate information: set and accomplish goals; solve problems; and make informed decisions. One of the indicators is and adequate GPA (should be at least a 3.0).
- The student behavior increased attendance and overall GPA.

Participants

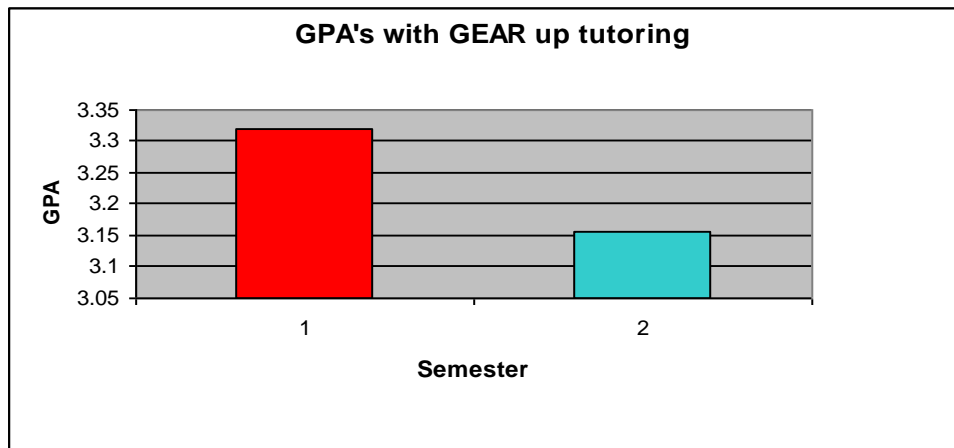
- Number of Students Participating: 19
- Low SES students

Method

- Guidance Interventions used were tracking of attendance and GPA of each of the students.
- Resources needed: Tutor available in the morning daily from 8:00 until 9:00.
- Project start date: August 2006 and end date: June 2007
- Evaluation Methods – Results were measured by overall GPA and attendance records.
- Counselors: Bob Howard, Carl Nielson, Anna Trevino.
- Curriculum and Materials Used: Students brought studies and homework from classes they were currently participating in at UCAS.

RESULTS

It appears from the graph that student GPA's decreased from the 1st semester to the 2nd semester by .16.



DISCUSSION

From the data collected student's GPA's decreased on an average of .16 from the first semester to the second semester. GEAR up tutoring does not seem to be effective according to this data. However, if we were to look at attendance in the GEAR up tutoring program which students attended on a voluntary basis, we may find that they results would differ for those that participated on a regular basis. Also, we typically have students attend more UVSC courses the second semester of the year, which are academically more rigorous than the high school courses. We would like to continue studying the tutoring program, however we will consider other variables that may be correlated to the increase/decrease of student's GPA's.